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ABSTRACT

The West Virginia Department of Education mandated that each county create an induction program for beginning teachers to begin in the fall of 1991. Although state guidelines suggested certain common elements, each county would set up its own program to meet the needs of teachers in that county. Because a rich source of information for program planning is available from teachers themselves, a needs assessment survey was taken of 38 beginning teachers in 2 southern counties and of 44 student teachers who had completed student teaching assignments in 4 southern counties. Needs were assessed in the areas of instruction, management skills, rules and procedures, interaction skills, and curriculum. Topics of interest to beginning teachers included motivational techniques, instructional strategies, discipline, guidance, and student self-esteem. Student teachers were most concerned with student self-esteem, instructional strategies, individual differences, stress management, discipline, communications, and motivational techniques. Both groups expressed interest in reading a handbook and attending staff development programs. Induction program planners can use these assessments to create more effective programs that meet the identified needs of new teachers. Higher education institutions can use them to assess classroom teaching and to create collaborative projects with the public schools. Appendixes include the beginning teacher survey, the survey topic results, and the survey activity results. (LL)

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TOWARD AN AGENDA FOR INDUCTION:

PERCEPTIONS OF BEGINNING TEACHERS AND STUDENT TEACHERS

A Paper for the

Eastern Educational Research

Association's Annual Conference

Boston, Massachusetts

February 15, 1991

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The process of introducing a beginning teacher to a school system is a complex one (Odell, 1986). Programs for beginning teachers designed for this process of induction have been evolving for several years. Currently, the focus on assistance for beginning teachers has intensified. There are various reasons for this focus; foremost among them is the 15% drop-out rate among first- year teachers (Schlechty and Vance, 1983).

Too often in the past the beginning teacher was "welcomed" to teaching with the least physically desirable classrooms, with fewer supplies, materials, and furniture, and with the most difficult and challenging students (Glickman, 1990). Added to these difficulties was the placement of beginning teachers in schools often located in areas that required long drives. Glickman (1990) advised, "Unless educators have collective choice and responsibility for decisions about the work, i.e., improving teaching and learning, we will continue to lose not only the bright and talented people who[m] we wish to keep, but we will doom our schools to unthinking, lockstep mediocrity" (p. vii). If the education profession continues to turn over full responsibility for the job of teaching on the first day of employment, the profession must create sources of support and assistance for beginning teachers.

Because of the interest in retaining beginning teachers in the profession, induction programs have attempted to provide different activities to aid new teachers. The primary strategy of these activities

is to offer structured assistance to beginning teachers to ease their transition from university student to competent instructional leader in the classroom (Odell, 1990). The activities include seminars; staff development programs, both preservice and inservice; mentor teachers or support teachers; and committee support. Programs are planned, implemented, and supervised in varying ways, but the focus remains on improving teacher retention rates and improving teacher performance (Bey, 1990).

Huling-Austin (1986) identified four goals most often given for teacher induction programs: 1) to improve teaching performance, 2) to increase retention of promising beginning teachers during induction years, 3) to promote personal and professional well-being, and 4) to satisfy mandated requirements related to induction and certification. In planning induction strategies that will meet these goals and the needs of beginning teachers, many resources are tapped, including veteran teachers, administrative personnel, and higher education personnel, both in departments of education and in content areas.

Several studies have been conducted to identify the needs of new teachers. Odell (1986) categorized and ranked needs for new teachers as follows:

1. system information
2. resources/material
3. instructional
4. emotional
5. classroom management
6. environment
7. demonstration teaching

Veenman (1984) in a review of the literature on needs of beginning teachers found eight problems of new teachers that were most often perceived:

1. classroom discipline
2. motivating students
3. dealing with individual differences
4. assessing students' work
5. relationships with parents
6. organization of classwork
7. insufficient and/or inadequate teaching materials and supplies
8. dealing with the problems of individual students

While previous studies may indicate agenda items to meet the goals of induction programs for new teachers, a needs assessment of those directly affected by an induction program would be appropriate in order to match activities with specific needs.

Those persons and agencies who plan induction strategies are often planning for what they themselves perceive to be the needs of beginning teachers. However, a critical source of information is the new teacher himself or herself. Often the needs of a first year teacher are suggested by the student teaching experience. When faced with the full-time, daily responsibilities of a classroom, other specific areas of need emerge. The areas of need perceived by those entering the profession and the areas identified by those who have actually taught for a short time give some general guidelines for constructing valuable activities based on both perceived and actual, identified needs.

To discern the attitudes of beginning teachers, The Metropolitan Life Survey of the American Teacher 1989 was administered to 1,002 new teachers beginning work in their chosen profession in the fall of 1990. The survey revealed new teachers have high expectations: 93% believed all children can learn; 83% believed they could make a difference in the lives of their children; and 73% expected the principal to create an environment to help students learn (Harris 1990).

Ryan (1986) warned of the "curve of disenchantment" as positive attitudes generally peaked in the early weeks of the first year of teaching, then fell dramatically during the first four or five months of that initial year. At that point, according to Ryan, a slow but gradual rise in attitudes toward teaching began, but never would those attitudes be as positive again. By providing induction nurturing and support through activities such as seminars, mentors, and training programs that meet the identified needs of beginning teachers, this drop in positive attitude may be less dramatic, and the ensuing rise in optimism may be higher.

Needs Assessment

West Virginia

A program focusing on induction of beginning teachers in West Virginia was indicated for several reasons. Due to economic difficulties which culminated in the fall of 1989 in a teachers' strike, many

West Virginia teachers moved from the state in order to work in other areas. Many teachers living near the borders of neighboring states simply drove across the border and increased wages by several thousand dollars. In 1988-89 an early incentive retirement plan cost the state several thousands of its veteran educators. Because of this retirement program and the increased mobility of West Virginia's teachers, beginning teachers have become very precious assets.

Education is critical to the children in the southern counties of West Virginia, which are located in the heart of the coal fields. "King Coal" has recently become a more viable product, thus improving the economic condition of the area. However, due to technological advances, the industry no longer employs the high number of people it once did. It is crucial that the educational systems in these counties serve the students by making them cognizant of future trends in employment along with local economic conditions. Teachers must transmit this knowledge along with the skills that will be necessary for survival in the 21st Century.

Teachers in the counties are faced with many of the same problems as schools all over the nation: motivation, drop out rates, drug problems, funding difficulties, declining student enrollment, and literacy concerns. Some problems in the state are related to the area itself: the topography, the history, and the economy. Thus, training and retaining excellent teachers are essential for the future development and success of these children.

Due to positive research findings that induction programs may influence teacher retention, job satisfaction, classroom management skills, teaching, attitudes, student/teacher relationships, and college/public school relationships, the West Virginia Department of Education mandated that each county create an induction program for beginning teachers (WV State Board of Education Policy 5900, 1990). These programs will begin operation in fall 1991. The purpose of Policy 5900 is to provide a guided, personalized transition from preservice education through the initial year of employment. An educator in a new teaching assignment may also be included in all or part of the program. While each county in the state has responsibility for individual program design, program guidelines suggest the identification of resources, of mentors, of socialization into the profession activities, and of seminar-type meetings (Policy 5900, 1990).

A rich source of ideas for designing the programs will be needs assessments for the new teachers. Their needs and their cooperative efforts could form part of the basis for the induction program in each county. Some needs in the southern counties may differ from those in other counties in the state, while some needs may be the same. Only by assessment will induction committees be able to meet the specific needs of the neophytes.

Population and Survey

In December1989 a survey was taken of beginning teachers in Logan and Mingo Counties who had completed the first semester of the first year

of teaching. No distinction was made between elementary and secondary teaching levels. The survey solicited suggestions for possible future assistance in the areas of instruction, management skills, rules and procedures, interaction skills, and curriculum. Specific descriptors and definitions were given under each category. The survey also asked the respondents to indicate the type of activities in which they would be most willing to participate in order to have assistance in teaching. (See Appendix A). Of the 61 beginning teachers in the two counties, 38, or 62%, responded to the survey request.

A five point scale allowed respondents to mark each topic according to great interest (5), much interest (4), interest (3), little interest (2), or none (1). Those teachers who had great interest or much interest in learning more about a topic were tallied. The results indicated several topics under each category about which a majority of beginning teachers would like increased understanding and knowledge.

Respondents were also asked to rate activities in which they would be likely to participate in order to meet these needs. The rating scale for activities in which respondents might take part was a five point scale: great likelihood (5), much likelihood (4), likelihood (3), little likelihood (2), and none (1). The activities marked great likelihood or much likelihood for participation were tallied. The results indicated several activities in which a majority of beginning teachers would participate.

In May 1990 the same survey was given to a group of college students who had just finished their student teaching assignments in

four southern counties that are part of the service area for Marshall University. These teachers were planning to begin their careers in the fall of 1990. The number of this sample was 44. No distinction was made between elementary and secondary teachers. Topics marked great interest and much interest were tallied, and the activities marked great likelihood and much likelihood were tallied.

Beginning teachers (BTs) are those respondents who finished their first semester of teaching in schools in Logan and Mingo Counties, West Virginia. Student teachers (STs) are those respondents who finished their university student teaching assignments in the southern counties of Logan, Mingo, Wayne, and Cabell. These student teaching assignments lasted for one semester.

Findings

In the category instruction 84% of the BTs wanted more information and support in the area of instructional strategies. These strategies were defined as activities to enhance student learning. A total of 71% wanted assistance in meeting individual differences, defined on the survey as available activities for all levels that meet all needs, and 71% wanted more information on the topic of effective monitoring. Teaching demonstrations, or the opportunity to watch experienced teachers in their classrooms, was of great or much interest to 68%.

Respondents who had just finished student teaching identified their greatest needs as information on instructional strategies (86%), individual differences (84%), and teaching demonstrations (73%). These needs matched those of the BTs for this category.

In the category, management skills, two topics received great or much interest from 82% of the BTs: discipline and controlling the classroom. While these topics are generally perceived as topics beginning teachers would mark, each one has a special definition that should be considered. Discipline is defined as the use and adaptation of discipline models. Controlling the classroom indicates the teacher is in control, but, at the same time, students are allowed more freedom. A high percentage of BTs (71%) were also interested in teaching feedback, or receiving feedback on personal teaching skills. Respondents who had just completed student teaching evidenced most interest in stress management (84%) and discipline (84%). STs were also interested in controlling the classroom (82%).

In the category rules and procedures BTs evidenced the most interest in the topic of county policies (76%). County philosophy and student attendance both ranked high (63%). Respondents who had just completed student teaching evidenced most interest in school philosophy, classroom rules formulation, and administrative evaluation; all topics were marked by 66% of the STs.

In the category interaction skills the topic motivational techniques received the highest percentage of interest, 87%, from the BTs. This topic is defined as ways to get students to come to school, to want to learn, and to be responsible. Two other topics, guidance and student self-esteem, were of high interest to 84% of BTs. Respondents who had just finished student teaching evidenced interest in student self-esteem (89%), communications (80%), and motivational techniques (80%).

In the category curriculum four topics were marked great or much interest by 66% of BTs. These topics were classroom supplies and equipment, instructional materials available, learning outcomes, and technological information. Respondents who just finished student teaching evidenced interest in instructional materials available (75%) and classroom supplies and equipment (73%). The results of the survey for each topic in each category are shown in Appendix B. The top three choices for each category for both groups of respondents are shown in Table 1.

For BTs the greatest willingness to participate in activities to assist in the first year of teaching was shown for reading a handbook (66%) and attending staff development programs (58%). For respondents who had just finished student teaching, the greatest interest in activities to assist in the first year of teaching was shown for attending staff development programs and reading a handbook; both activities were marked by 73% of the STs. The results of the survey for each activity are shown in Appendix C. The top three choices of activities for both groups of respondents are shown in Table 2.

Table 1
Three Top Selections in Each Category by Percentage by Beginning Teachers and Student Teachers for More Information to Assist Teaching

Beginning Teachers			Student Teachers	
Instruction			**Instruction**	
1. Instructional Strategies	84%		1. Instructional Strategies	86%
2. Effective Monitoring	71%		2. Individual Differences	84%
2. Individual Differences	71%		3. Teaching Demonstrations	77%
3. Teaching Demonstrations	68%			
Management Skills			**Management Skills**	
1. Discipline	82%		1. Stress Management	84%
1. Controlling the Classroom		82%	1. Discipline	
84%				
2. Teaching Feedback		71%	2. Controlling the Classroom	
82%				
3. Student Feedback	66%		3. Student Support Services	73%
3. Stress Management		66%		
3. Time Management	66%			
3. Classroom Climate		66%		
Rules and Procedures				
1. County Policies	76%		**Rules and Procedures**	
2. County Philosophy		63%	1. School Philosophy	
66%				
2. Student Attendance		63%	1. Classroom Rules Form.	
66%				
3. School Philosophy		58%	1. Administrative Evaluation	
66%				
			2. County Philosophy	
64%				
			2. School Policies	64%
			3. County Policies	61%
Interaction Skills			**Interaction Skills**	
1. Motivational Techniques	87%		1. Student Self-esteem	89%
2. Guidance	84%		2. Communications	80%
2. Student Self-esteem	84%		2. Motivational Techniques	80%
3. Student Interaction	74%		3. Parent Interaction	
75%				
Curriculum			**Curriculum**	
1. Classroom Supplies & Equip.	66%		1. Instructional Materials	75%
1. Instructional Materials	66%		2. Classroom Supplies	73%
1. Learning Outcomes		66%	3. Technological Information	
66%				
1. Technological Information		66%		
2. Assessment of Curriculum	61%			
3. Content Knowledge		58%		
3. Research Findings		58%		

Table 2
Three Top Selections by Beginning Teachers and Student Teachers for Participation in Activities to Assist Teaching

Beginning Teachers	
1. Read a Handbook	66%
2. Attend Staff Development Programs	58%
3. Talk with Support Person during Planning	55%
Student Teachers	
1. Attend Staff Development Programs	73%
1. Read a Handbook	73%
2. Continuing Education Class	68%
3. Watch Teaching Demonstrations	64%

Conclusions

The concerns of BTs and STs in southern West Virginia mirror in many ways concerns of beginning teachers everywhere. The high interest in instructional strategies, individual differences, effective monitoring, discipline, and control in the classroom reflects the desire on the part of new teachers for assistance in the classroom. The transition from college classroom to public school classroom is a difficult, puzzling, frustrating trip without help. It is imperative to offer new teachers assistance in the translation of theory and methods into the everyday classroom with its variety of student abilities and student interests.

The interest expressed in teaching demonstrations indicates the concern of new teachers to observe the implementation of strategies and methods by experienced teachers in order to increase effectiveness in personal classrooms. Seldom do teachers have the opportunity to observe the work of their colleagues once they have accepted the full responsibility for a classroom.

Natural concerns of new teachers are indicated in curriculum concerns. The who, what, where, when, and how of available materials for the classroom are often pieces of knowledge a beginning teacher pursues for the entire first year. Local policies are often a maze through which the teacher wanders in a cloud of confusion and misunderstanding. Structured assistance for new teachers can help provide this information.

The items motivational techniques, guidance, and student self-esteem may reflect needs of many at-risk children in West Virginia as well as in other schools in the United States. The isolation of the areas in which many students in West Virginia live leads to a lack of awareness of the benefits of education and an unwillingness to relocate to areas of greater opportunity. When new teachers ask for assistance in motivation, guidance, and self-esteem, they are often looking for strategies to change these attitudes, to encourage students to value and to take advantage of educational opportunities, and to encourage the students to realize that they can compete with any other students in the nation if they choose to do so. Other teachers who work with at-risk children are also looking for similar assistance in building self-confidence and instilling goals along with the persistence to reach those goals.

Similar needs were marked by BTs and STs in every category. Different needs were also noted in some categories. These differences may indicate the amount of knowledge gained by BTs during the first semester of teaching. An induction program could plan for the developmental differences during the first year.

Educational Significance

The needs of new teachers in West Virginia indicate the need for the induction program and for mentoring as part of the program. The desire for instructional and behavioral techniques, for chances to observe experienced teachers, and for feedback regarding personal teaching skills

are all needs that can best be met in the classroom by mentors. Mentors are also sources of local and state policy information. These mentors possess the understanding of student and community characteristics.

Since the new teacher is a critical source of data that can contribute to the planning and implementing of a successful mentor program, these teachers should be asked to contribute ideas and needs to the program at various stages of their development. Rather than simply using perceptions by others of beginning teacher needs, those people affected by program planning should be asked directly for input.

Colleges of education can also benefit from assessing beginning teacher needs. College personnel may wish to evaluate their courses to find ways to demonstrate practical uses of instruction and of behavior models in the public school classrooms.

Professors may wish to spend more time with teachers in the public school classrooms in order to understand the psycho-social problems of students that teacher education graduates face. By constructing more collaborative projects between higher education and public education, all parties will become more knowledgeable. Such collaborations might

include exchange teaching assignments between professor and public school teachers, more public school classroom activities for teacher education majors, advisory committees for staff development and continuing education activities that will meet needs of teacher education majors and new teachers.

Assessing the activities in which new teachers would be most willing to participate would be of use to those people planning induction assistance to new teachers. Administrators and other school personnel could plan activities in which new teachers indicated a willingness to participate, thereby increasing the effectiveness of the program.

College personnel could assist public school personnel in meeting the requests of new teachers. Collaborative projects might include handbooks, classes, and staff development sessions.

Closing

The interest of new teachers in the southern part of West Virginia for professional assistance indicates several needs. While there were many similarities in the needs of BTs and STs, there were also differences. By assessing those needs several times during the program, induction activities can more efficiently meet the needs of the new teachers.

The identified needs of West Virginia beginning teachers were quite similar to those identified by Odell (1986) and Veenman (1984). However, a needs assessment of the new teachers gives a rank order that creates a more effective program. The fact that the item marked by the most BTs was motivational techniques (87%) and the item marked by the most STs was student self-esteem (89%) indicates a definite desire on the part of beginning teachers to find ways to enhance the self-confidence of their students. The problems facing students in southern West Virginia regarding feeling good about themselves and valuing school were singled out by the new teachers and create an important agenda for the induction programs in these counties.

The induction program for the beginning teacher is constructed by many different people. Certainly, the new teacher should be asked to be a part of that planning team. What's the agenda for induction? Ask your beginning teachers.

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A P P E N D I X A

Beginning Teacher Survey

SURVEY INFORMATION NAME_____ SCHOOL_____

Please mark the following items according to your interest in obtaining more information about the subjects. Choose among great interest (5), much interest (4), interest (3), little interest (2), or none.

INSTRUCTION	Gr	Mu	In	Lit	None
1. Instructional Clarity directions clear; all steps included in explanations		5	4	3	2 1
2. Individual Differences activities available for all levels; all needs met	5	4	3	2	1
3. Questioning Skills lower-order to higher order questions included in discussion, on tests	5	4	3	2	1
4. Organization of a Lesson all essential parts are present to enhance learning	5	4	3	2	1
5. Lesson Plan Writing written plan adequately develops all parts of the lesson	5	4	3	2	1
6. Homework when, why, how much, evaluation of	5	4	3	2	1
7. Grading meaning of scale; how to use at report card time	5	4	3	2	1
8. Instructional Strategies different activities to enhance student learning	5	4	3	2	1
9. Teaching Demonstrations watching experienced teachers in their classrooms	5	4	3	2	1
10. Effective Monitoring how to check student learning: questions, tests, signals, scanning	5	4	3	2	1

MANAGEMENT SKILLS					
1. Paperwork how to organize homework papers, outside paperwork	5	4	3	2	1
2. Classroom Routines guidelines for all areas of the room and all time periods	5	4	3	2	1
3. Student Feedback meeting individual needs for feedback, one-on-one work	5	4	3	2	1
4. Teaching Feedback getting feedback on your teaching skills in order to improve; using it	5	4	3	2	1
5. Time Management in Class making more effective use of academic time	5	4	3	2	1
6. Classroom Climate make learning a happy time, students glad to come to your room	5	4	3	2	1
7. Discipline models; how to use and modify	5	4	3	2	1
8. Controlling the Classroom being in control; allowing students more freedom	5	4	3	2	1
9. Substitute Teacher Plans what can you expect of substitute; what lessons should be left	5	4	3	2	1
10. Student Support Services services available for students at school, in community--drugs, aids, birth control, early childhood, at risk	5	4	3	2	1
11. Stress Management how to handle stress in the classroom, at home	5	4	3	2	1

RULES AND PROCEDURES	Gr	Mu	In	Lit	None
1. Classroom Rules Formulation	5	4	3	2	1
how to formulate rules, who does this,when					
2. Teacher Attendance			5	4	3 2 1
sick leave, professional leave, medical appts., family illness					
4. Student Attendance	5	4	3	2	1
county and school policies, make-up work					
5. Administrative Evaluation	5	4	3	2	1
principal's yearly evaluations: meaning of items, using the evaluation					
6. County Philosophy	5	4	3	2	1
what does the county believe about teaching and learning					
7. County Policies	5	4	3	2	1
concerning school year, absences, benefits, rights and responsibilities					
8. School Philosophy	5	4	3	2	1
what does the school believe about teaching and learning					
9. School Policies	5	4	3	2	1
arrival, departure, lunch, planning, PTO, records					
INTERACTION SKILLS					
1. Extracurricular Activities	5	4	3	2	1
responsibilities, pay, field trips					
2. Fairness	5	4	3	2	1
how to retain perspective regarding all students, faculty, administrators					
3. Consistency			5	4	3 2 1
importance; attainment in management, discipline, instructions					
4. Personal Self-Confidence	5	4	3	2	1
ways of increasing own confidence in personal and professional life					
5. Support Systems	5	4	3	2	1
where support is for you as teacher; mentors; universities					
6. Parent Interaction	5	4	3	2	1
how to initiate and conduct exchanges on a variety of subjects					
7. Student Interaction	5	4	3	2	1
ways to discuss behavior, homework, grades, motivation, careers					
8. Administrative Interaction	5	4	3	2	1
ways of approaching principal regarding projects, students, other concerns					
9. Faculty Interaction			5	4	3 2 1
getting along with other faculty members, how to recognize "turfs"					
10. Motivational Techniques	5	4	3	2	1
ways to get students to come to school, to want to learn, to be responsible					
11. Guidance	5	4	3	2	1
suggestions to inspire students, to guide during personal problems					
12. Teacher Self-Esteem	5	4	3	2	1
ways to feel better about yourself and your teaching					
13. Student Self-Esteem	5	4	3	2	1
getting students to feel better about themselves					
14. Communications	5	4	3	2	1
ways to communicate ideas effectively					
15. Expectations	5	4	3	2	1
what to expect; how to express expectations for students, faculty, administration					
16. Adjustments	5	4	3	2	1
ways to adjust schedule, lesson, curriculum, personal activities					
17. Compromise	5	4	3	2	1
definition; when it is used in interaction with others					

CURRICULUM	Gr	Mu	In	Lit	None
1. Technological Information hardware, software, training available	5	4	3	2	1
2.* Intructional Materials Available films, filmstrips, books, media sources	5	4	3	2	1
3. Content Knowledge (i.e. science, language, math) increased knowledge of subject area through seminars, presentations	5	4	3	2	1
4. Classroom Supplies and Equipment revenue sources, purchase orders, catalogues	5	4	3	2	1
5. Learning Outcomes what are they; how to meet them	5	4	3	2	1
6. Assessment of Curriculum judging textbooks, workbooks, other instructional materials	5	4	3	2	1
7. Curriculum Planning using teacher's editions;.. making choices regarding available materials	5	4	3	2	1
8. Research Findings what is new in effective schools, effective teaching research	5	4	3	2	1

Please mark the following items according to the likelihood of your participation in the activities related to topics listed above.

	Gr	Mu	Lik	Lit	None
1. Attend afternoon (4 p.m.-6 p.m.) seminars during the year	5	4	3	2	1
2. Take a continuing education class	5	4	3	2	1
3. Read a handbook for beginning teachers	5	4	3	2	1
4. Join a support group of beginning teachers	5	4	3	2	1
5. Talk occasionally with a support person during planning time	5	4	3	2	1
6. Attend staff development programs for beginning teachers	5	4	3	2	1
7. Watch teaching demonstrations	5	4	3	2	1
8. Be part of a mentoring/beginning teacher program	5	4	3	2	1
9. Join a planning committee to set objectives for induction program	5	4	3	2	1
10. Work with a school-based support group	5	4	3	2	1
11. Discuss professional research, i.e. effective schools, teaching	5	4	3	2	1

COMMENTS: Please use the rest of this page to list suggestions that would help you as a beginning teacher in the classroom.

A P P E N D I X B

Survey Topic Results

Beginning Teacher Survey Results n = 38

Category: Instruction	n	%
Instructional Strategies	32	84
Effective Monitoring	27	71
Individual Differences	27	71
Teaching Demonstrations	26	68
Organization of Lesson	25	66
Questioning Skills	24	63
Grading	20	53
Instructional Clarity	18	47
Lesson Plan Writing	17	45
Homework	14	37

Category: Rules & Procedures	n	%
County Policies	29	76
County Philosophy	24	63
Student Attendance	24	63
School Philosophy	22	58
School Policies	21	55
Classroom Rules Formul.	20	53
Administrative Evaluation	19	50
Teacher Attendance	16	42

Category: Management Skills	n	%
Discipline	31	82
Controlling the Classroom	31	82
Teaching Feedback	27	71
Student Feedback	25	66
Stress Management	25	66
Time Management	25	66
Classroom Climate	25	66
Student Support Services	22	58
Paperwork	21	55
Classroom Routines	20	53
Substitute Teacher Plans	18	47

Category: Interaction Skills	n	%
Motivational Techniques	33	87
Guidance	32	84
Student Self-esteem	32	84
Student Interaction	28	74
Communications	27	71
Extracurricular Activities	25	66
Consistency	24	63
Expectations	24	63
Teacher Self-esteem	24	63
Adjustments	23	61
Fairness	23	61
Personal Self-confidence	22	58
Parent Interaction	22	58
Support Systems	21	55
Administrative Interaction	21	55
Faculty Interaction	18	47
Compromise	18	47

Category: Curriculum	n	%
Classroom Supplies & Equip.	25	66
Instruc. Materials Avail.	25	66
Learning Outcomes	25	66
Technological Information	25	66
Assessment of Curriculum	23	61
Content Knowledge	22	58
Research Findings	22	58
Curriculum Planning		21

Student Teacher Survey Results n = 44

Student Teacher Survey Results

Student Teachers
May 1990
n = 44

Category: Instruction	n	%
Instructional Strategies	38	86
Individual Differences	37	84
Teaching Demonstrations	34	77
Effective Monitoring	28	64
Questioning Skills	24	55
Lesson Plan Writing	24	55
Grading	22	50
Organization of Lesson	20	45
Instructional Clarity	18	41
Homework	17	39

Category: Management Skills	n	%
Stress Management	37	84
Discipline	37	84
Controlling the Classroom	36	82
Student Support Services	32	73
Time Management	31	70
Classroom Climate	29	66
Teaching Feedback	27	61
Student Feedback	25	57
Substitute Teacher Plans	24	55
Paperwork	22	50
Classroom Routines	20	45

Category: Rules & Procedures	n	%	
School Philosophy	29	66	
Classroom Rules Formulation		29	66
Administrative Evaluation	29	66	
County Philosophy	28	64	
School Policies	28	64	
County Policies	27	61	
Student Attendance	23	52	
Teacher Attendance	22	50	

Category: Interaction Skills	n	%
Student Self-esteem	39	89
Motivational Techniques	35	80
Communications	35	80
Parent Interaction	33	75
Guidance	31	70
Student Interaction	31	70
Extracurricular Activities	30	68
Teacher Self-esteem	29	66
Personal Self-confidence	29	66
Fairness	28	64
Expectations	28	64
Support Systems	26	59
Consistency	24	55
Adjustments	22	50
Administrative Interaction	22	50
Faculty Interaction	21	48
Compromise	16	36

Category: Curriculum	n	%	
Instructional Materials Available	33	75	
Classroom Supplies & Equipment	32	73	
Technological Information	29	66	
Assessment of Curriculum	26	59	
Learning Outcomes	25	57	
Research Findings	25	57	
Curriculum Planning		24	55
Content Knowledge	20	45	

A P P E N D I X C

Survey Activity Results

Beginning Teacher Induction Activities Survey Results n = 38

Activity	n	%
Read a Handbook	25	66
Attend Staff Development Programs	22	58
Talk with Support Person during Planning	21	55
Continuing Education Class	21	55
Watch Teaching Demonstrations	17	45
Join a Support Group	16	42
School-Based Support Group	16	42
Mentor/BT Program	15	39
Discuss Professional Research	14	37
Seminars	12	32
Join Planning Committee	10	26

Induction Activities Survey Results Student Teachers

n = 44

Activity	n	%	
Attend Staff Development Programs	32	73	
Read a Handbook	32	73	
Continuing Education Class	30	68	
Watch Teaching Demonstrations	28	64	
Talk with Support Person during Planning	25	57	
Mentor/Beginning Teacher Program		25	57
School-Based Support Group	23	52	
Join a Support Group	23	52	
Discuss Professional Research	23	52	
Join Planning Committee	20	45	
Seminars	19	43	